

## English Curriculum: Metaphoric Writing

**Objective:** Students will use metaphoric style writing to compare a plant, insect, or animal found in the Lake Wales Ridge habitat to someone or something that would not usually be associated with each other.

**Duration:** one to three 45 minute class periods, plus extension activities

### Sunshine State Standards:

LA.910.4.1.1 - write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description

LA.910.3.1.1 Pre-write- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests

LA.910.3.4 The student will edit and correct the draft for standard language conventions.

LA.910.3.5.3 - sharing with others, or submitting for publication.

**ESE/ESOL accommodations:** teacher assistance if needed, peer editing of writing

**Activities:** Skip to day 3 if the students have already been on the trail.

#### Day 1:

- The teacher will introduce the Lake Wales Ridge to the students by displaying the MOFAC website <http://mofac.org/wayside/lake-wales-ridge>. On the website, curriculum resources may be accessed, such as a pre-visit Power Point, leaves in the scrub, photos of plants, and photos taken on the trail. The teacher will direct the students to navigate the various pages of information located on the site focusing on the links located in the “in this section” of the Lake Wales Ridge webpage.

#### Day 2:

- The teacher will inform students of the expectations for walking on the Wildflower Wayside Shrine Trail before entering the trail. Instruct the students to stay on the path. The tiny plants surrounding the path, called powder puff lichen, will take 50 years to grow back if stepped on.
- Give students notepads or clipboards to write on. They will need to bring a pen or pencil to write observation notes.
- Instruct the students to list observations of as many plants, insects, or animals encountered while on the trail.

#### Day 3:

- The teacher will show the photos taken earlier on the trail to remind them of the experience.
- Explain to students that “intangible” means something that you cannot touch, such as an emotion. Then have students brainstorm a list of random intangible items. List these on the left- hand side of a t-chart.
- Ask students if they can infer what “tangible” means. On the right-hand side of the t-chart, have the students brainstorm a list of tangible items they saw on the trail. They may refer to their observation list.
- (A blank copy maybe found at the end of this lesson plan to display or hand out.)

Example:

#### Intangible Items

jealousy  
trust  
envy  
honor  
love

#### Tangible Items

white sand  
green leaves  
dark berries (Buckthorn)  
rosemary  
palmetto

- The students will then complete the following sentence by selecting one intangible item and one tangible item that the exploring the relationship between these two items as follows:

(Intangible item) is like a (tangible item) because \_\_\_\_\_.

Example: Love is like white sand because it is pure.

- Now expand the sentence by adding “and”.

(Intangible item) is like a (tangible item) because \_\_\_\_\_ and \_\_\_\_\_.

Example: Love is like a palmetto because it is smooth in places and can be painfully sharp at the end.

- During the writing process, the teacher will select several student’s sentences to read aloud as models for the rest of the class. The teacher should circulate the class to offer suggestions or to read aloud outstanding details for inspiration.
- The students will exchange their writing with a peer for editing and suggestions.
- After revisions have been completed, the students will share their final writings.

**Extended activities:**

The students write a short story that includes metaphoric statements that include plant, insect, or animals that can be found in the Florida scrub habitat.

The class can create a bulletin board displaying their final metaphoric writings, illustrations, and photos on the trail.

The class can vote on the best student writing to be featured in a school newsletter or webpage.

(Blank copy for display or handout is located on the next page.)

jealousy

white sand

- Complete the following sentence by selecting one intangible item and one tangible item that the exploring the relationship between these two items as follows:

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Example: Love is like white sand because it is pure.

- Now expand the sentence by adding “and”.

(Intangible item) is like a (tangible item) because \_\_\_\_\_ and \_\_\_\_\_.

Example: Love is like a palmetto because it is smooth in places and can be painfully sharp at the end.

- Exchange your writing with a peer for editing and suggestions. After revisions have been completed, you will share your final writing.

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Write a short story that includes metaphoric statements that include plant, insect, or animals that can be found in the Florida scrub habitat.

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